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Information literacy in the disciplinary classroom: Three views

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Information Literacy in the Disciplinary Classroom: Three Views

Clarence Maybee & Michael Flierl

PURDUE UNIVERSITY LIBRARIES

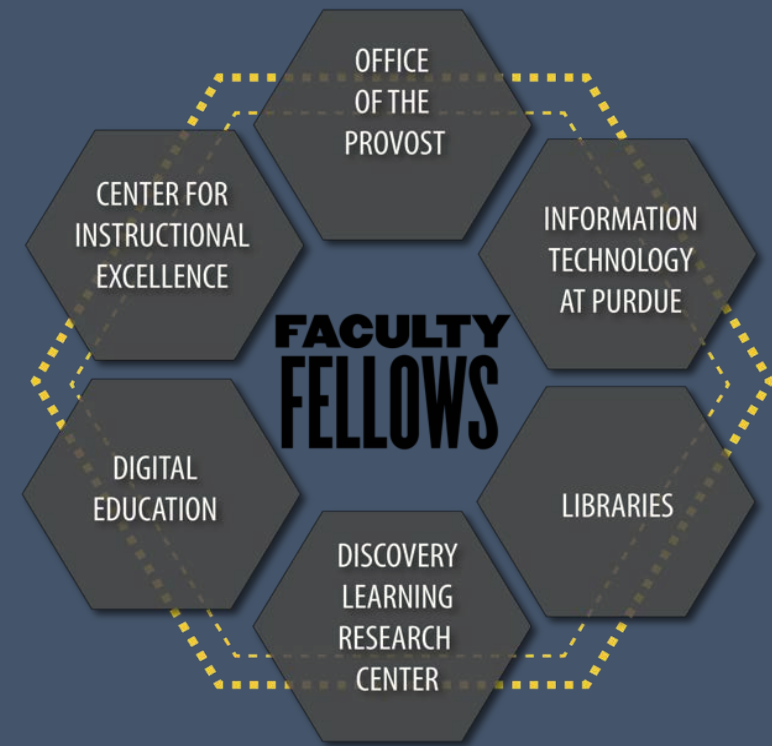
Institutional Context



Instruction Matters: Purdue Academic Course Transformation (IMPACT)

- **Our Mission**

- Redesign foundational courses by using research findings to create student-centered teaching and learning environments.



IMPACT Partnership

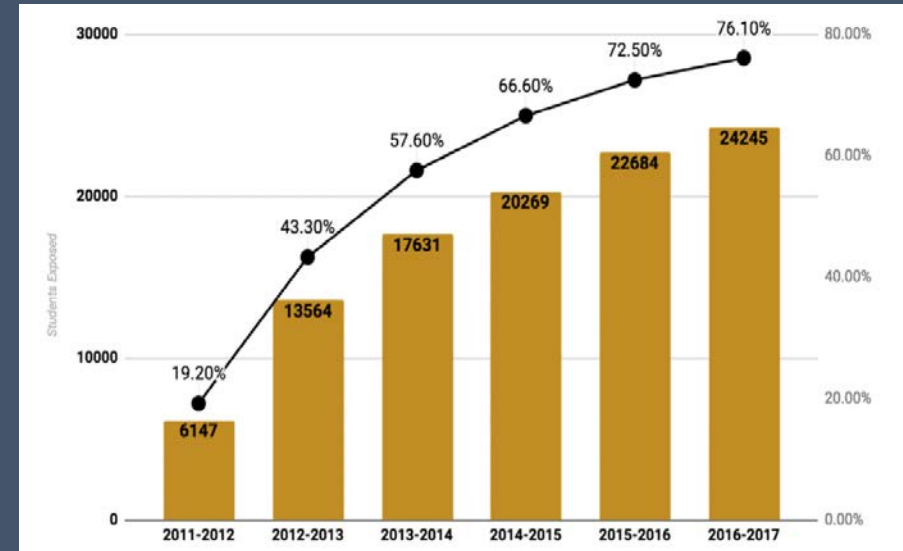
Logo by Alejandra Carrillo-Munoz

SCOPE OF THE PROGRAM¹



289 faculty

478 courses



Students Exposed to Redesigned Courses
2011 - 2017

IMPACT COMMUNITY OF PRACTICE

- 13 weekly meetings
- Teams
 - 3 instructors
 - 1 librarian
 - 1 instructional designer
 - 1 instructional technologist



IMPACT Meeting

LIBRARIES & IMPACT²

- Librarians
 - Support design process
 - Integrate information literacy



IMPACT Librarians

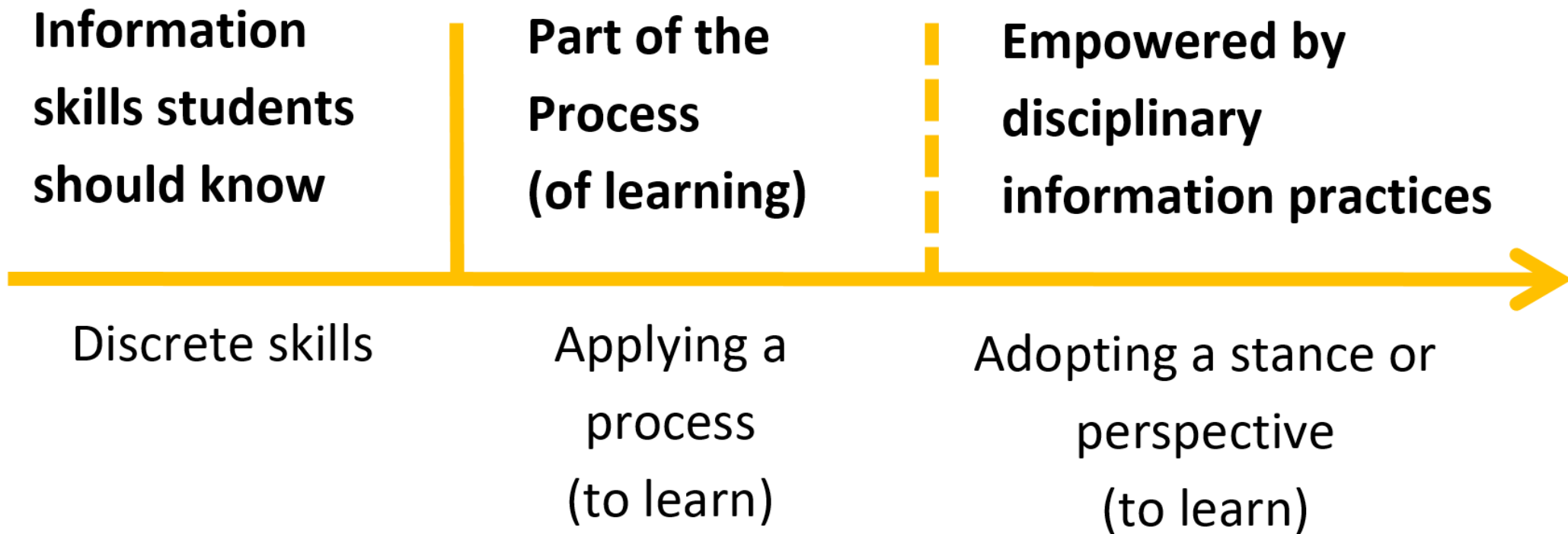
Examining Libraries' Interests in IMPACT

1. Teachers' views of information literacy in active learning environments
2. Student performance, learning climate, & information literacy activities
3. Librarians' experiences of working with instructors to redesign their courses

TEACHERS' VIEWS OF INFORMATION LITERACY IN ACTIVE LEARNING ENVIRONMENTS³

- Research Question
 - How do higher education teachers have their students use information in active learning courses?
- 11 Teachers who completed the IMPACT program
- Semi-structured interviews
- Thematic analysis

TEACHERS' VIEWS OF INFORMATION LITERACY IN ACTIVE LEARNING ENVIRONMENTS³



PERFORMANCE, LEARNING CLIMATE, & IL ACTIVITIES⁴

- Research Question
 - What are the relationships between the frequency and type of information engagements with which instructors task students, and student motivation and course grades?
- Sample
 - 102 course sections (44 courses)
 - Students (N=3152; 46 % response rate)
 - 50% female, 50% male
 - 35% first-year, 26% second-year

PERFORMANCE, LEARNING CLIMATE & IL ACTIVITIES⁴

- Faculty survey

How often do you have your students:

- Pose questions
- Access outside information
- Evaluate information sources
- Synthesize information and communicate the results
- Apply conventions of attribution

- Student survey

- Learning climate questionnaire (LCQ)⁵
- Basic psychological needs scale (BPNS)⁶

- Course grades

PERFORMANCE, LEARNING CLIMATE, & IL ACTIVITIES⁴

- **Synthesizing information and communicating results**
 - statically significant relationship to course grade
- **Conventions of attribution**
 - negative statically significant relationship to learning climate
- Information literacy predicted 19% of the variance in course grade

Dependent Variable	Independent Variable	Standardized Coefficients	Model statistics		
			F	p	R ²
Course Grade	Pose Questions	.089	4.56	<.01	.19
	Access Info outside	.018			
	Evaluate info	.082			
	Synthesize info and comm results	.258*			
	Conventions of attribution	.106			

LIBRARIANS' EXPERIENCES WORKING WITH INSTRUCTORS TO REDESIGN COURSES

- Research Question:
 - What are librarians' experiences of facilitating course re-designs in a faculty development program?
- 7 Librarians who have served on IMPACT teams
- Phenomenographic interviewing & analysis

LIBRARIANS' EXPERIENCES

INITIAL FINDINGS

Guiding teachers to...

	Follow the Path	Gain Insight - the "aha moment"
Actions	Convincing; persuading	Listening; facilitating; brainstorming
Information Literacy	Is a step in the process	Integrated when supportive of learning outcomes

OVERALL CONCLUSIONS

- Active learning requires students to engage with information differently³
- Learning and information use are related⁴
- Librarians support teachers to recognize how using information enables and shapes learning

NEXT STEPS

- New research to investigate...
 - Students' perceptions of information literacy in active learning courses
- Develop librarians to expand their awareness of how using information enables learning

QUESTIONS

Thank you!

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1. IMPACT Assessment Group. (2017). Instruction Matters: Purdue Academic Course Transformation, Annual Report. West Lafayette, Purdue University. Available at <http://www.purdue.edu/impact/assets/documents/IMPACT%20Annual%20Report%202017.pdf>
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3. Maybee, C., Doan, T., & Flierl, M. (2016). Information literacy in the active learning classroom. *Journal of Academic Librarianship*, 42(6), 705-711.
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